CIWP Team & Schedules

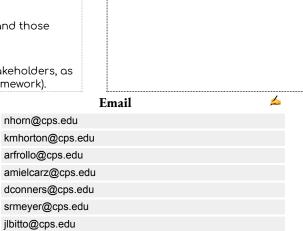Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

CIWP Team Guidance

Name ✍	Role ✍	Email ✍
Nikita Horn	Principal	nhorn@cps.edu
Kenyatta Horton	AP	kmhorton@cps.edu
Alyssa Frollo	Curriculum & Instruction Lead	arfrollo@cps.edu
Amanda Mielcarz	Inclusive & Supportive Learning Lead	amielcarz@cps.edu
Daniel Conners	Connectedness & Wellbeing Lead	dconners@cps.edu
Sophia Meyer	Teacher Leader	srmeyer@cps.edu
Jaclyn Bitto	Teacher Leader	jlbitto@cps.edu
Sarah Riley	Teacher Leader	sriley11@cps.edu
K'Lynn Robinson	Other [Type In]	krobinson105@cps.edu
Kirsten Johnson	Postsecondary Lead	kejohnson24@cps.edu
Ethel Day	LSC Member	mrday@icloud.com
ADD Parent	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date ✍	Planned Completion Date ✍
Team & Schedule	5/12/23	6/8/23
Reflection: Curriculum & Instruction (Instructional Core)	6/28/23	6/30/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	6/28/23	6/30/23
Reflection: Connectedness & Wellbeing	6/28/23	6/30/23
Reflection: Postsecondary Success	6/28/23	6/30/23
Reflection: Partnerships & Engagement	6/28/23	6/30/23
Priorities	6/30/23	6/30/23
Root Cause	6/30/23	6/30/23
Theory of Acton	8/1/23	9/1/23
Implementation Plans	8/1/23	9/1/23
Goals	8/1/23	9/1/23
Fund Compliance	8/1/23	9/29/23
Parent & Family Plan	9/1/23	11/1/23
Approval	9/11/23	9/13/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates ✍	
Quarter 1	10/23/2023
Quarter 2	12/22/2023
Quarter 3	4/1/2024
Quarter 4	6/7/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources 🚀
Reflection on Foundations Protocol

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics	Our students have major gaps in their learning and are not prepared for the next grade level, high school, and beyond. The year-to-year growth in most classrooms is less than one year of growth, causing the gaps students have to get larger each year. We also noticed that our Star360 scores and IAR scores do not align. 6% of our students met expectations on IAR in reading and 5.4% met expectations on IAR in math. The data on IAR and Star360 did not match when we compared student scores. Some student scored higher on IAR than on Star360 and some students scored higher on Star360 than on IAR. There were students that scored multiple grades above grade level on Star360 but scored low on IAR. In primary, the scores in ELA were higher than math and in 3-8 the scores on math were higher than reading. Our gaps are starting in primary. ✏️	IAR (Math) IAR (English) Rigor Walk Data (School Level Data) PSAT (EBRW) PSAT (Math) STAR (Reading) STAR (Math) iReady (Reading) iReady (Math) Cultivate Grades ACCESS TS Gold Interim Assessment Data
Partially	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction		
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions	**What is the feedback from your stakeholders?** 3rd -8th grade made the goal of 6% of students meeting on the IAR. We noticed that primary students have higher scores in Reading and low scores in math. This is because teachers spend the majority of their time in the ELA block to build students foundational skills. Also, the schools professional development has focused on ELA. Teachers in upper grades shared that it is challenging to teach students that are multiple grade levels behind. The teachers expressed that they don't have the expertise to teach students those foundational skills. ✏️	
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership		
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development		
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?** We currently have a plan to revamp our professional learning to improve instruction and meet students needs. Last year we improved our professional development and collaborated in grade level meetings weekly, but based on the feedback from teachers we noticed that we need to make adjustments to that structure. For SY24 we are going to shift to having grade level meetings twice a week and doing 1:1 meetings with teachers to support them in implementing the work we are doing in grade level meetings and targeting each teacher's specific needs. In our efforts we need to intentionally address how teachers are supporting students in student groups that have that the largest gaps and need the most support. ✏️	

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students are struggling to access the grade level instruction that they are receiving in classrooms, leading to larger gaps in learning, and not being prepared for the next grade level, high school, and beyond. ✏️

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey	Branching Minds has Tier 3 interventions that were implemented and tracked conisistently and effectively. There were not any interventions added by the teachers and the BHT added two Tier 2 interventions by members of the BHT team. We have an assessment plan in place with district recommended benchmark and large-scale assessements to help identify baseline date to select students for tier three interventions, but are not consistently progress monitoring in classrooms to track student progress of tier 2 interventions. Tier 3 interventions. Both ILT (MTSS) and Grade level Content meeting focused on analyzing student data occurs after benchmark assessments nad on an irregular basis outside	Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS
		MTSS Integrity Memo		

Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.		that timeframe.	MTSS Academic Tier Movement
				Annual Evaluation of Compliance (ODLSS)
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page	**What is the feedback from your stakeholders?**	Quality Indicators of Specially Designed Curriculum
			Selecting the priority that addresses Branching Minds is appropriate because this is also something the SEL team and BHT team need to do as well. There were attempts to add interventions in Branching Minds by the BHT team but they were not implemented and tracked consistently. ✏️	EL Program Review Tool
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual		
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
			This past school year we developed and implemented a strong Tier 3 MTSS system that supported student learning. ELL students were included in these efforts. With that said, this alone did not effectively address the needs and gaps that the ELL students have. ✏️	
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.			

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students are not receiving effective Tier 2 instruction in the classroom to help close their gaps in learning. Teachers are not consitently tracking current tier 2 interventions to monitor progess towards learning goals in either Branching Minds or other tracking systems. Classroom teachers have not been trained in Branching Minds yet. Teachers may also need additional supports around best interventions tools and strategies. EL students are not able to be placed EL endorsed teachers. ✏️

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure	Howe currently has a functioning Climate and Culture team as well as a Behavioral Health team. These teams have been working on providing plans for supporting students connectedness and wellbeing through student focus groups and other survey data. Teachers are currently provided with a dedicated SEL block that is used to provide Tier 1 instruction through the use of PATHS and Second Step. Our school currently is working on implementing more restorative practices throughout our building and will recieve training through Conscious Discipline. ✏️ Howe is currently providing afterschool programing with student input around what programs are being offered. Students are offered programs around cooking and sports to provide a more well-rounded school experieince. There was an attendance team and an attendance clerk that created an attendance plan. However, we still had over 45% of out students that had chronic absentism and chronic truancy.	% of Students receiving Tier 2/3 interventions meeting targets
				Reduction in OSS per 100
				Reduction in repeated disruptive behaviors (4-6 SCC)
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.			Access to OST
				Increase Average Daily Attendance
				Increased Attendance for Chronically Absent Students
				Reconnected by 20th Day, Reconnected after 8 out of 10 days absent
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.		**What is the feedback from your stakeholders?** Not all teachers are using the dedicated SEL block and/or the designated curriculum. ✏️ We have the teaming structures established (SEL team and BHT), but we need to strengthen the structures and communication within these teams. The way we were targeting chronically absent students was inconsistent between students. We had the plan on what to do, we just didn't always follow through with using it. The communication about each student's individual attendance needs to be strengthened as well. For example, sometimes teachers know why a student is absent, but the attendance team does not receive that information.	Cultivate (Belonging & Identity)
				Staff trained on alternatives to exclusionary discipline (School Level Data)
				Enrichment Program Participation: Enrollment & Attendance

Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.		Student Voice Infrastructure
			Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
Students that are chronically absent are not all being provided with a re-entry plan that facilitates attendance and continued enrollment. ✏️	Our attendance team is going to evaluate and implement the CPS re-entry plan for students with chronic absenteeism. They will also continue to create and implement attendance-based incetives throughout the school year. ✏️ The CCT is working with OSEL on creating a robust SEL support plan in order to help teachers feel more confident with SEL instruction. The team is working on a quarterly student focus groups as a way to provide student input as well as ways to better support student's feelings and coping skills.	

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Postsecondary Success

Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	**References**	**What are the takeaways after the review of metrics?**	**Metrics**
Partially — An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)	We offered a college and career readiness class last school year for students in K-8th grade. The counselor and social worker taught lesson from the Second Step and Paths curriculum. ✏️	Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

3 - 8 On Track

Learn, Plan, Succeed

% of KPIs Completed (12th Grade)

College Enrollment and Persistence Rate

9th and 10th Grade On Track

Cultivate (Relevance to the Future)

Freshmen Connection Programs Offered (School Level Data) |
No — Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans		
No — Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit	**What is the feedback from your stakeholders?** The class should include district offered resources such as Second Step and Naviance. There should be more opportunities for students to visit high schools. Additionally, there should be career fair to expose students to a variety of professions. ✏️	
N/A — Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).			
N/A — Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List		
N/A — There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric	**What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?**	
N/A — Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager	There is a plan for all middle school students to attend a highschool and career fair. 6th-8th grade students will take a weekly course offered by the counnselor and support staff using Naviance and Success Bond.. The students will have exposure to the different types of highschools in Chicago. They also will learn about the various careet options that are accessible to them. ✏️	

What student-centered problems have surfaced during this reflection? If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.
Ensuring time within our daily master schedule that allow for school counselors and/or other trained instructors to utilize the Naviance and other district provided curriculums ✏️

Partnership & Engagement

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Using the associated references, is this practice consistently implemented?		References	What are the takeaways after the review of metrics?	Metrics
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships	In SY23, our school moved up a category in each rating for Involved Families and Supportive Environment on the 5E's survey. We saw that when we had events in the community, particularly events at the start of the school day to boost parent involvement and engagement, parents and families came out. We also kept families informed of what was going on at the school via frequent robo calls, flyers and letters. We have a partnership with community partner Laramie Bank, in which our students are responsible for doing a mural to go up inside of the bank; and another partnership with Invisible Bookbag in which kids participated in after school programs and received donations as a result of this partnership. ✏️	Cultivate

5 Essentials Parent Participation Rate

5E: Involved Families

5E: Supportive Environment |
| Yes | Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate. | Reimagining With Community Toolkit | We did not have enough families take the 5Es assessment to receive survey data in those areas. This data is important and moving forward we need to make a better plan to support families with taking this survey.

Regarding student voice, we didn't have the infrastructures in place this year. | Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board (School Level Data) |
| No | School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP). | Student Voice Infrastructure Rubric | **What is the feedback from your stakeholders?**

Teachers feel we have an active PAC, but that they are uninformed of what is going on on the PAC. Teachers would like to see more parent volunteers. ✏️ | Formal and informal family and community feedback received locally. (School Level Data) |

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students do not have many opportunities to use their voice to share their perspective and make decisions because we lack a student voice infrastructure. ✏️

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

In SY24, we will host more morning events for parents to attend. We will also be opening a Parent Resource Room. ✏️

With student voice, our SEL team is going to develop a plan to include & implement student voice.

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan		Monitoring

Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Partially	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Our students have major gaps in their learning and are not prepared for the next grade level, high school, and beyond. The year-to-year growth in most classrooms is less than one year of growth, causing the gaps students have to get larger each year. We also noticed that our Star360 scores and IAR scores do not align. 6% of our students met expectations on IAR in reading and 5.4% met expectations on IAR in math. The data on IAR and Star360 did not match when we compared student scores. Some student scored higher on IAR than on Star360 and some students scored higher on Star360 than on IAR. There were students that scored multiple grades above grade level on Star360 but scored low on IAR. In primary, the scores in ELA were higher than math and in 3-8 the scores on math were higher than reading. Our gaps are starting in primary.

What is the feedback from your stakeholders?

3rd -8th grade made the goal of 6% of students meeting on the IAR. We noticed that primary students have higher scores in Reading and low scores in math. This is because teachers spend the majority of their time in the ELA block to build students foundational skills. Also, the schools professional development has focused on ELA. Teachers in upper grades shared that it is challenging to teach students that are multiple grade levels behind. The teachers expressed that they don't have the expertise to teach students those foundational skills.

What student-centered problems have surfaced during this reflection?

Students are struggling to access the grade level instruction that they are receiving in classrooms, leading to larger gaps in learning, and not being prepared for the next grade level, high school, and beyond.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

We currently have a plan to revamp our professional learning to improve instruction and meet students needs. Last year we improved our professional development and collaborated in grade level meetings weekly, but based on the feedback from teachers we noticed that we need to make adjustments to that structure. For SY24 we are going to shift to having grade level meetings twice a week and doing 1:1 meetings with teachers to support them in implementing the work we are doing in grade level meetings to ensure we are targeting each teacher's specific needs. In our efforts we need to intentionally address how teachers are supporting students in student groups that have that the largest gaps and need the most support.

Determine Priorities

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Resources: 🚀

What is the Student-Centered Problem that your school will address in this Priority?

Students...

Students have significant gaps in learning, knowledge, and abilities causing them to struggle to access grade level content and to significantly underperform on standardized tests, which leads to them being unprepared for the next grade level, high school, and beyond.

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Root Cause

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Resources: 🚀

What is the Root Cause of the identified Student-Centered Problem?

As adults in the building, we...

Are causing our students' learning gaps to grow.
Why 1a: Teachers have not received effective training on how to use the curriculum.
-Why 2a: Teachers are not attending the Skyline trainings offered by CPS.
--Why 3a: Teachers do not find the Skyline trainings helpful and struggle to understand and implement the curriculum on their own.
---Why 4a: Teachers struggle to navigate the curriculum because of the length of the TFGs, Unit Plan, etc.
----Why 5a: Teachers don't have the content knowledge, planning knowledge, or time management skills to read the lesson plans effectively.

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

Strategically target teachers' needs by providing differentiated professional development that deepens teachers' understanding of planning and standards, how to effectively teach using the curriculum, and how to use research-based teaching strategies.

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Jump to...	Priority	TOA	Goal Setting	Progress
Reflection	Root Cause	Implementation Plan	Monitoring	

Select the Priority Foundation to
pull over your Reflections here =>

Curriculum & Instruction

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

Teachers:
-Planning and implementing grade level, standards based instruction with a high level of rigor
-Effectively supporting students at all achievement levels to access grade level content
-Using relevant, recent, and real-time assessment data to make instructional decisions
-Using effective, research-based strategies to instruct students

which leads to...

Students being able to access grade level content and meet grade level standards, and and an increase in student attaintment in math and reading on IAR from 5% in math and 6% in reading in SY 23 to 10% in SY24, 14% in SY25, and 18% in SY26 in both subjects, and on iReady from 33% in reading to 40% in SY24, 50% in SY25, and 60% SY26 from from 20% in math to 30% in SY24, 40% in SY25, and 50% in SY26.

Implementation Plan

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Resources: 🚀

Team/Individual Responsible for Implementation Plan ✍️

Dates for Progress Monitoring Check Ins

Q1	10/23/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✍️	Who ✍️	By When ✍️	Progress Monitoring
Implementation Milestone 1	100% of teachers are implementing Skyline.	Alyssa Frollo, Kenyatta Horton, Amanda Mielcarz, Nikita Horn	End of Q1	In Progress
Action Step 1	Teachers will attend the CPS PDs: Bridging to Skyline, unit planning summits, and Skyline Sprints..	Kenyatta Horton, Nikita Horn	Yearlong	In Progress
Action Step 2	Instructional leaders will review teachers' Skyline lesson plans and provide feedback weekly.	Alyssa Frollo, Kenyatta Horton, Amanda Mielcarz, Nikita Horn	Yearlong	In Progress
Action Step 3	Instructional leaders will co-plan lessons, observe teachers, and/or provide feedback around implementation and pacing based on the annotations or weekly snapshot lesson plans using a coaching cycle.	Alyssa Frollo, Kenyatta Horton, Amanda Mielcarz, Nikita Horn	Yearlong	In Progress
Action Step 4	ILT will review lesson plans monthly to identify trends to share in grade level meetings.	ILT	Yearlong	In Progress
Action Step 5		Alyssa Frollo, Kenyatta Horton, Amanda Mielcarz, Nikita Horn	Yearlong	In Progress
Implementation Milestone 2	By Q2, 100% of teachers will have created and be working on an individualized professional development plan created alongside an instructional leader that is aligned with the CPS Framework for Teaching.	Alyssa Frollo, Kenyatta Horton, Amanda Mielcarz, Nikita Horn	10/20/23	In Progress
Action Step 1	Instructional leaders will collaboratively tier teachers and identify which instructional leader will be supporting each teacher based on skill, content area, and expertise.	Alyssa Frollo, Kenyatta Horton, Amanda Mielcarz, Nikita Horn	8/31/23	In Progress
Action Step 2	Instructional leaders will hold weekly instructional walks with specific look-fors dependent on teacher and school needs determined by landscape walk, rigor walks, and prior instructional walks.	Alyssa Frollo, Kenyatta Horton, Amanda Mielcarz, Nikita Horn	9/15/23 - EOY	In Progress
Action Step 3	Instructional leaders will meet with the teachers they are supporting 1-4 times a month depending on teacher needs and preference. These meetings will focus on coaching cycles, data analysis, progress mornitoring, teacher reflection, etc.	Alyssa Frollo, Kenyatta Horton, Amanda Mielcarz, Nikita Horn	9/15/23 - EOY	In Progress
Action Step 4	Instructional leaders will hold weekly coaching callibration meetings following the instructional walks to discuss trends, teachers needs, monitor progress, monitor curriculum and instructional strategy implementation, etc.	Alyssa Frollo, Kenyatta Horton, Amanda Mielcarz, Nikita Horn	9/15/23 - EOY	In Progress
Action Step 5				Select Status
Implementation Milestone 3	By Q2 through Q4, there will be two grade level meetings held a month that will target effective, research-based strategies aligned to the trends and needs identified in coaching collaboration meetings and instructional walkthroughs.	Alyssa Frollo, Amanda Mielcarz	EOY	In Progress
Action Step 1	Instructional leaders will hold weekly coaching callibration meetings following the weekly instructional walk to monitor the implementation of the strategies shared in the grade level meetings, discuss trends, identify teacher needs, monitor progress, monitor curriculum implementation, and provide feedback to each other on their coaching.	Alyssa Frollo, Kenyatta Horton, Amanda Mielcarz, Nikita Horn	9/15/23 - EOY	In Progress
Action Step 2	An instructional walk schedule and tracker will be used for each insructional walk to ensure all teachers are being observed and discussed in the coaching callibration meeting.	Alyssa Frollo, Kenyatta Horton, Amanda Mielcarz, Nikita Horn	9/15/23 - EOY	In Progress
Action Step 3	Grade level meetings will be focused on research-based instructional strategies, video analysis, student data analysis, MTSS priorities, and instructional walk feedback and trends.	Alyssa Frollo, Kenyatta Horton, Amanda Mielcarz, Nikita Horn	9/15/23 - EOY	In Progress
Action Step 4				Select Status

| Jump to... | Priority | TOA | Goal Setting | Progress | *Select the Priority Foundation to pull over your Reflections here =>* |
| Reflection | Root Cause | Implementation Plan | | Monitoring | |

Curriculum & Instruction

Action Step 5				Select Status
Implementation Milestone 4				Select Status
Action Step 1				Select Status
Action Step 2				Select Status
Action Step 3				Select Status
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

| SY25 Anticipated Milestones | By the end of SY25, all teachers will effectively supporting students at all achievement levels to access grade level content. | ✍️ |
| SY26 Anticipated Milestones | By the end of SY26, all teachers will effectively supporting students at all achievement levels to access grade level content. | ✍️ |

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
-The CIWP includes a reading Performance goal
-The CIWP includes a math Performance goal
-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

| | | | | | Numerical Targets [Optional] ✍️ | | |
Specify the Goal ✍️	**Can this metric be frequently monitored?**	**Metric**	**Student Groups (Select 1-2)**	**Baseline** ✍️	**SY24**	**SY25**	**SY26**
We will increase the percentage of students meeting or exceeding standards on IAR in both math and reading.	Yes	IAR (English)	Overall ELA	6	10	14	18
			Overall Math	5.56	10	14	18
We will increase the percentage of students meeting or exceeding grade level performance on the I-Ready Assessment	Yes	I-Ready	Reading Grades K-2	20	30	40	50
			Math K-2	33	40	50	60

Practice Goals

| **Identify the Foundations Practice(s) most aligned to your practice goals.** ✍️ | **Specify your practice goal and identify how you will measure progress towards this goal.** ✍️ | | |
	SY24	**SY25**	**SY26**
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of teachers use Skyline curriculum with fidelity. This goal will be measured with the CPS Network 3 Rigor Walks and with weekly instructional walks.	100% of teachers will effectively supporting students at all achievement levels to access grade level content.	100% of teachers will be effectively supporting students at all achievement levesl to access grade level content.
Select a Practice			
Select a Practice			

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
We will increase the percentage of students meeting or exceeding standards on IAR in both math and reading.	IAR (English)	Overall ELA	6	10	Select Status	Select Status	Select Status	Select Status
		Overall Math	5.56	10	Select Status	Select Status	Select Status	Select Status
We will increase the percentage of students meeting or exceeding grade level performance on the I-Ready Assessment	I-Ready	Reading Grades K-2	20	30	Select Status	Select Status	Select Status	Select Status
		Math K-2	33	40	Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
		Progress Monitoring			
C&I:2 Students experience grade-level, standards-aligned instruction.	100% of teachers use Skyline curriculum with fidelity. This goal will be measured with the CPS Network 3 Rigor Walks and with weekly instructional walks.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

| Jump to... | Priority | TOA | Goal Setting | Progress |
| Reflection | Root Cause | Implementation Plan | | Monitoring |

Select the Priority Foundation to pull over your Reflections here =>

Inclusive & Supportive Learning Environment

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.
Yes	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.
Yes	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.
No	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.

What are the takeaways after the review of metrics?

Branching Minds has Tier 3 interventions that were implemented and tracked consistently and effectively. There were not any interventions added by the teachers and the BHT added two Tier 2 interventions by members of the BHT team. We have an assessment plan in place with district recommended benchmark and large-scale assessements to help identify baseline date to select students for tier three interventions, but are not consistently progress monitoring in classrooms to track student progress of tier 2 interventions. Tier 3 interventions. Both ILT (MTSS) and Grade level Content meeting focused on analyzing student data occurs after benchmark assessments nad on an irregular basis outside that timeframe.

What is the feedback from your stakeholders?

Selecting the priority that addresses Branching Minds is appropriate because this is also something the SEL team and BHT team need to do as well. There were attempts to add interventions in Branching Minds by the BHT team but they were not implemented and tracked consistently.

What student-centered problems have surfaced during this reflection?

Students are not receiving effective Tier 2 instruction in the classroom to help close their gaps in learning. Teachers are not consitently tracking current tier 2 interventions to monitor progess towards learning goals in either Branching Minds or other tracking systems. Classroom teachers have not been trained in Branching Minds yet. Teachers may also need additional supports around best interventions tools and strategies. EL students are not able to be placed EL endorsed teachers.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

This past school year we developed and implemented a strong Tier 3 MTSS system that supported student learning. ELL students were included in these efforts. With that said, this alone did not effectively address the needs and gaps that the ELL students have.

Determine Priorities

Return to Top

What is the Student-Centered Problem that your school will address in this Priority?

Students...

Students are not receiving effective Tier 2 instruction in the classroom to help close their gaps in learning. ✏️

Resources: 🚀

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Root Cause

Return to Top

What is the Root Cause of the identified Student-Centered Problem?

As adults in the building, we...

Students are not receiving effective Tier 2 instruction in the classroom to help close their gaps in learning. ✏️
As adults in the the building:
Why 1a: Teachers don't know effective tier 2 tools and strategies
Why 2a: Past teacher development has been around setting up the structures of small groups and data analysis to determine goals and has been limited in supporting actual implementation of teaching small groups.
Why 3a: Teacher competencies limited the focus of grade level development around tier 2 instruction due to higher need training demands.
Why 4a: We have a combination of newer teachers and a number of teachers who lack a growth mindset to grow competencies in this area.
Why 5a: Teachers who started recently or during the pandemic haven't had sufficient teacher development opportunities in basic level instructional/professional responsibility practices which led to whole team professional development in these areas.

Resources: 🚀

5 Why's Root Cause Protocol

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Theory of Action

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What is your Theory of Action?

If we....

Plan and provide teacher development that addresses the 'why' and 'how' of high quality tier two instruction based on teacher's individual learning needs, ✏️

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Inclusive & Supportive Learning Environment

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

Teachers consistently delivering high quality, data-aligned, tier 2 instruction in classrooms that can be tracked and monitored in the Branching Minds platform.
Teachers understanding the importance of tier 2 instruction in their daily practice.

which leads to...

All students receiving appropriate MTSS supports which will increase the number of students being able to access grade level content and meet grade level standards, and an increase in student attainment in math and reading on IAR from 5% in math and 6% in reading in SY 23 to 10% in SY24, 14% in SY25, and 18% in SY26 in both subjects, and on iReady from 33% in reading to 40% in SY24, 50% in SY25, and 60% SY26 and from 20% in math to 30% in SY24, 40% in SY25, and 50% in SY26.

Return to Top　　　　　　　　**Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍

MTSS Team + Amanda Mielcarz

Dates for Progress Monitoring Check Ins

Q1	10/23/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	By Q1, 100% of teachers and applicable staff will be trained in the branching minds platform.	Amanda Mielcarz	9/29/23	In Progress
Action Step 1	Teachers and applicable staff will be trained on using Branching Minds on Friday, September 22nd.	Amanda Mielcarz	9/22/23	Not Started
Action Step 2	All teachers and applicable staff that missed the Branching Minds training will be trained individually as needed by Friday, September 29th.	Amanda Mielcarz	9/29/23	Not Started
Action Step 3	All teachers will enter at least one Tier 2 intervention plan using Freckle or iReady.	Amanda Mielcarz	9/29/23	Not Started
Action Step 4	All BHT members will enter a Tier 2 or Tier 3 intervention plan.	Dan Conners	9/29/23	In Progress
Action Step 5	Teachers and applicable staff will progress monitor at least one intervention biweekly during a dedicated time in grade level meetings, and will receive MTSS progress monitoring udpates, data, and reminders with a weekly section in the Howe Herald.	Amanda Mielcarz	End of Q1	In Progress
Implementation Milestone 2	By Q2, 50% of Gen Ed teachers and applicable staff will be providing tier 2 interventions 2 to 3 times per week.	Amanda Mielcarz	Q2 to EOY	Not Started
Action Step 1	Teachers will develop small-groups using formative assessment data as well as BOY Star 360 and iReady data. Instructional leaders will support teachers in planning for and implementing SGI during their 1:1 meetings.	Amanda Mielcarz and Alyssa Frollo	Q2 to EOY	In Progress
Action Step 2	MTSS Coordinator will develop small-groups of students that will be pulled by Tutor Corps using BOY Star 360 and iReady data.	Amanda Mielcarz	Q1 to EOY	In Progress
Action Step 3	Teachers and applicable staff will progress monitor at one to three interventions biweekly during a dedicated time in grade level meetings, and will receive MTSS progress monitoring udpates, data, and reminders with a weekly section in the Howe Herald.	Amanda Mielcarz, Alyssa Frollo, Kenyatta Horton, and Nikita Horn	Q2 to EOY	In Progress
Action Step 4	Coach or administrator will observe and support teachers and applicable staff with developing and implementing Tier 2 interventions 2 to 3 times a week during SGI.	Amanda Mielcarz, Alyssa Frollo, Kenyatta Horton, and Nikita Horn	Q2 to EOY	In Progress
Action Step 5	BHT will develop interventions using teacher referal and student	Dan Conners	Q1 to EOY	In Progress
Action Step 6	BHT will track and progress monitor interventions during weekly or biweekly BHT meetings using Branching Minds.	Dan Conners	Q1 to EOY	In Progress
Action Step 7				Select Status
Implementation Milestone 3	By Q4, 75% of Gen Ed teachers and applicable staff will be providing tier 2 interventions 2 to 3 times per week that are documented in the Branching Minds platform weekly.	Amanda Mielcarz, Alyssa Frollo, Kenyatta Horton, and Nikita Horn	Q4 to EOY	Not Started
Action Step 1	Teachers and applicble staff will complete Branching Minds training to update and enter new teacher-led interventions.	Amanda Mielcarz, Alyssa Frollo, Kenyatta Horton, and Nikita Horn	BOY to EOY	Not Started
Action Step 2	MTSS Coordinator and admin will review the Branching Mind reports to monitor Tier 2 intervention documentation.	Amanda Mielcarz, Alyssa Frollo, Kenyatta Horton, and Nikita Horn	BOY to EOY	Not Started
Action Step 3	Teachers and applicable staff will progress monitor at one to three interventions biweekly during a dedicated time in grade level meetings, and will receive MTSS progress monitoring udpates, data, and reminders with a weekly section in the Howe Herald.	Amanda Mielcarz, Alyssa Frollo, Kenyatta Horton, and Nikita Horn	Q3 to EOY	Not Started
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4	N/A			Select Status

Inclusive & Supportive Learning Environment

Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	For SY25, 100% of Gen Ed teachers will be providing teacher led tier 2 interventions that are documented in the Branching Minds platform weekly.	✍
SY26 Anticipated Milestones	For SY26, 100% of Gen Ed teachers will be providing teacher led tier 2 and tier 3 interventions that are documented in the Branching Minds platform weekly.	✍

Goal Setting

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Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 🚀

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
-The CIWP includes a reading Performance goal
-The CIWP includes a math Performance goal
-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal ✍	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍	Numerical Targets [Optional] ✍		
					SY24	SY25	SY26
We will increase the percentage of students meeting or exceeding standards on IAR in both math and reading.	Yes	IAR	Reading Grades 3-8	6	10	14	18
			Math Grades 3-8	5.56	10	14	18
We will increase the percentage of students meeting or exceeding grade level performance on the I-Ready Assessment	Yes	iReady	MATH Primary Students	20	30	40	50
			Reading Primary Students	33	40	50	60

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍	Specify your practice goal and identify how you will measure progress towards this goal. ✍		
	SY24	SY25	SY26
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	By Q4, 75% of Gen Ed teachers and applicable staff will be providing tier 2 interventions 2 to 3 times per week that are documented in the Branching Minds platform weekly. MTSS Coordinator and admin will review the Branching Mind reports to monitor Tier 2 intervention documentation.	For SY25, 100% of Gen Ed teachers will be providing teacher led tier 2 interventions that are documented in the Branching Minds platform weekly. MTSS Coordinator and admin will review the Branching Mind reports to monitor Tier 2 intervention documentation.	For SY26, 100% of Gen Ed teachers will be providing teacher led tier 2 and tier 3 interventions that are documented in the Branching Minds platform weekly. MTSS Coordinator and admin will review the Branching Mind reports to monitor Tier 2 intervention documentation.
Select a Practice			
Select a Practice			

SY24 Progress Monitoring

Return to Top

Resources: 🚀

Select the Priority Foundation to
pull over your Reflections here =>

Inclusive & Supportive Learning Environment

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
We will increase the percentage of students meeting or exceeding standards on IAR in both math and reading.	IAR	Reading Grades 3-8	6	10	Select Status	Select Status	Select Status	Select Status
		Math Grades 3-8	5.56	10	Select Status	Select Status	Select Status	Select Status
We will increase the percentage of students meeting or exceeding grade level performance on the I-Ready Assessment	iReady	MATH Primary Students	20	30	Select Status	Select Status	Select Status	Select Status
		Reading Primary Students	33	40	Select Status	Select Status	Select Status	Select Status

Practice Goals

Identified Practices	SY24				
		Quarter 1	Quarter 2	Quarter 3	Quarter 4
I&S:2 School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	By Q4, 75% of Gen Ed teachers and applicable staff will be providing tier 2 interventions 2 to 3 times per week that are documented in the Branching Minds platform weekly. MTSS Coordinator and admin will review the Branching Mind reports to monitor Tier 2 intervention documentation.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Progress Monitoring (header above Quarter columns)

Connectedness & Wellbeing

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Howe currently has a functioning Climate and Culture team as well as a Behavioral Health team. These teams have been working on providing plans for supporting students connectedness and wellbeing through student focus groups and other survey data. Teachers are currently provided with a dedicated SEL block that is used to provide Tier 1 instruction through the use of PATHS and Second Step. Our school currently is working on implementing more restorative practices throughout our building and will recieve training through Conscious Discipline.

Howe is currently providing afterschool programing with student input around what programs are being offered. Students are offered programs around cooking and sports to provide a more well-rounded school experieince. There was an attendance team and an attendance clerk that created an attendance plan. However, we still had over 45% of out students that had chronic absentism and chronic truancy.

What is the feedback from your stakeholders?

Not all teachers are using the dedicated SEL block and/or the designated curriculum.

We have the teaming structures established (SEL team and BHT), but we need to strengthen the structures and communication within these teams.

The way we were targeting chronically absent students was inconsistent between students. We had the plan on what to do, we just didn't always follow through with using it. The communication about each student's individual attendance needs to be strengthened as well. For example, sometimes teachers know why a student is absent, but the attendance team does not receive that information.

What student-centered problems have surfaced during this reflection?

Students that are chronically absent are not all being provided with a re-entry plan that facilitates attendance and continued enrollment.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

Our attendance team is going to evaluate and implement the CPS re-entry plan for students with chronic absenteeism. They will also continue to create and implement attendance-based incetives throughout the school year.

The CCT is working with OSEL on creating a robust SEL support plan in order to help teachers feel more confident with SEL instruction. The team is working on a quarterly student focus groups as a way to provide student input as well as ways to better support student's feelings and coping skills.

Return to Top   Determine Priorities

Resources: 🚀

What is the Student-Centered Problem that your school will address in this Priority?

[Determine Priorities Protocol]

Students...

Students are not effectively and consistently provided timely support to prevent chronic absenteeism. ✏️

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Return to Top   Root Cause

Resources: 🚀

What is the Root Cause of the identified Student-Centered Problem?

[5 Why's Root Cause Protocol]

As adults in the building, we...

Students are not effectively and consistently provided timely support to prevent chronic absenteeism. ✏️

As adults in the building...
Why 1: Schoolwide/district-mandated protocol is not consistently followed
Why 2: Not all teachers and parents are fully aware of protocol
Why 3: Communication isn't clear across stakeholder groups
Why 4a: The attendance team didn't initially communicate attendance plan to families from Day 1
Why 4b: There is inconsistent progress monitoring and communication between attendance team and staff
Why 5: There isn't a plan or system in place to update and share attendance data to all stakeholders

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top   Theory of Action

What is your Theory of Action?

If we....

Create and implement an attendance plan that is in compliance with district-wide protocols and meets the needs of our students. ✏️

Communicate the plan and expectations with all stakeholders (teachers, attendance team, students, families).

Resources: 🚀

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Select the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

students, families)

then we see....

All stakeholders understanding the expectations ✍

All teachers and staff following the plan and consistently engaging with families regarding attendance issues

which leads to...

an increase of the YTD attendance average from 89% to 92% and a decrease of chronically absent students from 36% to 25% for SY24. SY25 -SY26 we will increase the YTD attendance percentage by 2 to 3%. ✍

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

Return to Top   **Implementation Plan**

Resources: 🚀

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan ✍

Dates for Progress Monitoring Check Ins

Q1	10/23/2023	Q3	4/1/2024
Q2	12/22/2023	Q4	6/7/2024

	SY24 Implementation Milestones & Action Steps ✍	Who ✍	By When ✍	Progress Monitoring
Implementation Milestone 1	Attendance Team will create an attendance plan that is inclusive of the YTD attendance goal of 93%, quarterly incentives,hot day incentives and attendance supports for students that are not meeting the attendance goal.	Attendance Team	6/30/23	Select Status
Action Step 1	Students that meet the attendance goal of 93% or higher(Q1 - Sillent Glow, Q2 - Skating, Q3 - Student Choice, Q4 - EOY Carnival	Attendance Team	6/30/23	Completed
Action Step 2	100% of students that attend school on hot days will participate in school wide incentives (4 for 4 mystery challenges, Climb All nine, fall festivals,winter festival, staff versus student games)	Attendance Team	8/14 - 6/6/24	Completed
Action Step 3	100% of students that miss 2-4 days during the first two weeks of school will receive a nudge letter and or a home visit.	Attendance Clerk & Attendance Squad Leads	9/7/23	Completed
Action Step 4	100% of students that miss between 5-10 days will receive a certified 5 - 10 days notices and a home visit.	Attendance Team	8/14 - 6/6/24	In Progress
Action Step 5		Attendance Squad Leads & Teachers	10/20/23	In Progress
Implementation Milestone 2	100% of students are off track for attendance will receive an attendance contract.	Attendance Team	8/21/23 - EOY	In Progress
Action Step 1	A meeting will be held with the student and the family to identify barriers in getting students to school. The contact will outline what the parent, students, and school need to do to meet the desired goal.	Attendance Team	8/21/23 - EOY	In Progress
Action Step 2	Dashboard and ASPEN data will be analyzed weelkly to monitor students progress told the goal and fulfillment of the attendance contract.	Attendance Team	8/21/23 - EOY	In Progress
Action Step 3	Students that are meeting goals will be celebrated on the schools attendance board and receive an incentive.	Attendance Team	8/21/23 - EOY	In Progress
Action Step 4	In the event that students don't meet the goal, another meeting will be held with the family to identify what other supports are needed.	Attendance Team	8/21/23 - EOY	Select Status
Action Step 5				Select Status
Implementation Milestone 3				In Progress
Action Step 1				In Progress
Action Step 2				In Progress
Action Step 3				In Progress
Action Step 4				Select Status
Action Step 5				Select Status
Implementation Milestone 4				In Progress
Action Step 1				Not Started
Action Step 2				Not Started
Action Step 3				Not Started
Action Step 4				Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

<div align="right">Connectedness & Wellbeing</div>

SY25 Anticipated Milestones

SY26 Anticipated Milestones

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Goal Setting

Resources: 🚀

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
-The CIWP includes a reading Performance goal
-The CIWP includes a math Performance goal
-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Numerical Targets [Optional] ✍️

Specify the Goal ✍️	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline ✍️	SY24	SY25	SY26
We will decrease the amont of students that are chronically absent and truant.	Yes	Increased Attendance for Chronically Absent Students	Overall	36	25	20	15
			Overall				
We will increase the avegae daily attendance percentages.	Yes	Increase Average Daily Attendance	Overall	55	40	30	20
			Overall	89.3	93	94	95

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. ✍️	Specify your practice goal and identify how you will measure progress towards this goal. ✍️		
	SY24	SY25	SY26
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	By the end of SY24 the YTD attendance percentage will increase to 93% and the number of students that are chronically absent will decrease by 11%	By the end of SY25 the YTD attendance percentage will increase to 94% and the number of students that are chronically absent will decrease by 15%	By the end of SY26 the YTD attendance will increase to 95% and the number og chronically absent students will decrease by 18%.
Select a Practice			
Select a Practice			

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SY24 Progress Monitoring

Resources: 🚀

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4

Select the Priority Foundation to pull over your Reflections here =>

Connectedness & Wellbeing

					Select Status	Select Status	Select Status	Select Status
We will decrease the amont of students that are chronically absent and truant.	Increased Attendance for Chronically Absent Students	Overall	36	25	Select Status	Select Status	Select Status	Select Status
		Overall			Select Status	Select Status	Select Status	Select Status
We will increase the avegae daily attendance percentages.	Increase Average Daily Attendance	Overall	55	40	Select Status	Select Status	Select Status	Select Status
		Overall	89.3	93	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	By the end of SY24 the YTD attendance percentage will increase to 93% and the number of students that are chronically absent will decrease by 11%	On Track	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

If Checked: Complete IL-Empower Section below	☑	**Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)** This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.
If Checked: No action needed	☐	**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).** **(Continue to Parent & Family Plan)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	IAR: We will increase the percentage of students meeting or exceeding sta...	**Reading Grades 3-8**	6	10	14	18
		Math Grades 3-8	5.56	10	14	18
Required Reading Goal	IAR: We will increase the percentage of students meeting or exceeding sta...	**Reading Grades 3-8**	6	10	14	18
		Math Grades 3-8	5.56	10	14	18
Optional Goal	I-Ready: We will increase the percentage of students meeting or exceeding...	**Reading Grades K-2**	20	30	40	50
		Math K-2	33	40	50	60

If Checked:	☑	**Our school is a Title I school operating a Schoolwide Program**
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
If Checked:	☐	**Our school is a non-Title I school that does not receive any Title I funds.** **(Continue to Approval)**
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- ☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.

- ☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

- ☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.

- ☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.

- ☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.

- ☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

- ☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.

- ☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- ☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.
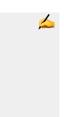
SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- ☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.

- ☑ The school will hold parent-teacher conferences.

- ☑ The school will provide parents with frequent reports on their children's progress.

- ☑ The school will provide parents reasonable access to staff.

- ☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.

- ☑ The parents will support their children's learning.

- ☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- ☑ Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)

- ☑ Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures

- ☑ Assure that funds impact the majority of parents or focus on parents with students most at academic risk

- ☑ Provide up to date monthly fund reports to PAC officers

- ☑ Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration

- ☑ Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support